Action Plan

FY 23

Grant Year 4
08CH011826

POUDRE SCHOOL DISTRICT

Early Childhood

EDUCATION PROGRAM

Goal #1: Achievement

Goal #1: Achievement

Program Goal:

The PSD ECE program will ensure children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.

Measurable Objectives:

In all areas of our identified priority objectives, 80% of our students will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.

All students will show 20% growth from the Fall Checkpoint to the Spring Checkpoint on the program's priority objectives.

Preliminary levels and documentation for priority objectives and items 37 and 38 will increase in number and quality according to the documentation quality rubric as monitored by the Achievement Outcomes Team (AOT).

90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.

Expected Outcomes:

Fewer and fewer children will be below widely held expectations over the course of the instructional year.

Indicator 7 data will show adequate growth for identified students with IEPs

School Readiness Goal:

Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation.

POUDRE SCHOOL DISTRICT
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Goal #1: Achievement

Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. The Achievement Outcomes Team (AOT) will monitor TS GOLD to ensure there is regular, quality documentation and preliminary levels-setting for each child and will analyze checkpoint data for anomalies in academic growth for subgroups. 1. The Achievement Outcomes Team (AOT) will monitor TS GOLD data to ensure that there is preliminary and ongoing data entry. Possible activity: AOT will identify students who are falling below WHE at the end of each checkpoint and work with teachers, coaches, and building administrators to create a plan for intervention.	AOT	2x each month 1x each month	3x per year	TS GOLD contract, instructional & FM	TS GOLD reports, Formative Quality and Frequency Rubric
2. Provide access to a variety of PD opportunities for staff to explore culturally informed instructional practice and bias. Keep	Assistant Director of Early Learning (ADEL), FCE Coordinator	Annually	Annually	TTA Funds	Exit Survey
3. Monitor student growth and achievement in Indicator 7 measures. Keep	Assistant Director of Early Learning (ADEL)	Annually	Annually	Coaching FTE, CLASS coding budget; Creative Curriculum and digital resources;	

Goal #1: Achievement

				Growing Great Kids/Family Curricula; TTA budget for Task Force and CLASS Coding training and subs	ChildPlus; Enrich plans; Creative Curriculum Fidelity Checklist; FCE case management results
4. Utilize PLC structures to norm alignment of TS Gold raters across the program. 4. Monitor data entry in TS GOLD using new priority objective data procedures.	AOT, ADEL, Instructional Coaches, Disabilities Coordinator	Annually	Annually		
5. Support staff in working collaboratively on continuous improvement of quality, quantity and efficiency of formative data collection. (PD, coaching cycles, TLCs). 5. Coaches will develop reflective activities in the area of "use" in the Creative Curriculum Fidelity Checklist. Embed fidelity of use of CC during Instructional Support section of All Staff Meetings	Classroom staff and family mentors who take TS Gold data. site director, ADEL, Coaches, Disability Coordinator	Annually	Once to Policy Council Report annually at self-assessment		

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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
6. Support ~~staff and~~ parents in providing Social/Emotional learning for students ~~by:~~ • ~~Providing staff PD every semester~~ ~~around social/emotional learning and intervening with challenging behavior.~~ • Providing parent education modules on the parent page. Keep Parent Ed Modules o program expectations o behavior management o pre-school preparation o health o volunteering o technology access	Parent Ed Specialist, coaches, leadership team, health team	Ongoing	Annually	Coaching FTE, CLASS coding budget; Creative Curriculum and digital resources; Growing Great Kids/Family Curricula; TTA budget for Task Force and CLASS Coding	ChildPlus; Enrich plans; Creative Curriculum Fidelity Checklist; FCE case management results
7. ~~The AOT will monitor after each assessment checkpoint to determine~~ ~~which children are below widely held expectations (WHE) in each domain.~~	Teaching Teams; AOT, ADEL, Instructional	3x per year	3x per year	training and subs	

	Coaches				
Redundant- now #1					
8. Teaching teams and families will make plans to address areas below WHE through these processes: parent conferences, Teacher/Mentor collaborations, Individual Learning Plans, MTSS plans, ~~Impact Team cycles~~, IEP meetings. High Functioning Team Agreements	Teachers, coaches, ADEL, 3-5 family mentors	Ongoing	~~3x per year~~ 2-3 times /year, depending on activity		

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Program Goal:

The PSD ECE program will ensure children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.

Measurable Objectives:

CLASS coding score in the domain of Instructional Support will increase by 4% program wide in the 22-23 school year.

~~80% of evaluated classrooms that utilize Creative Curriculum will have medium to high fidelity according to the Fidelity Tool for Administrators~~.

~~80%~~ 90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool
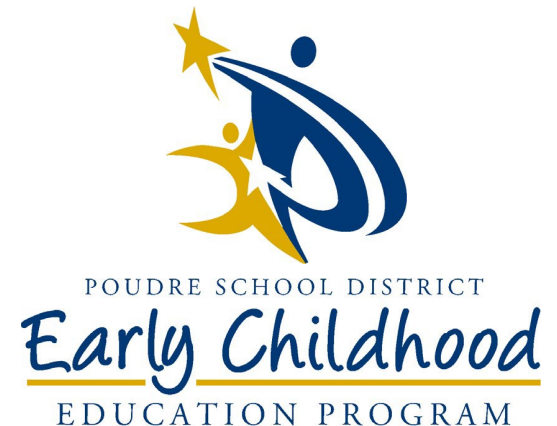
Expected Outcomes:

Fewer and fewer children will be below widely held expectations over the course of the instructional year.

Indicator 7 data will show adequate growth for identified students with IEPs

School Readiness Goal:

Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation.

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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. Schedule CLASS coding and communicate plans/outcomes to stakeholders. Keep • ~~Train 5-7 teachers/paras as CLASS coders.~~ Two administrators will be trained as CLASS coders.	ADEL/ Leadership	Annually	Annually	CLASS Coding Training and Subs	CLASS coding assessment tool
2. Embed CLASS identified characteristics of high-quality instruction into all PD provided to classroom staff. Keep	Classroom staff, coaches, leadership	Annually	Annually	TTA Funds	Exit Survey
3. ~~Fidelity Assessment tools will be used to evaluate implementation of classroom curriculum and home visiting curriculum program wide.~~ Redundant- see #5 above	Leadership, Building admin, center directors	2x Annually for Class (fall/spring) Annual for GGK	Annually	None	CC Fidelity tool and GGK Fidelity tool
4. Increase parent survey participation by: • Create a procedure that builds in time and direction at every event to complete a survey. • Explore other strategies to increase the likelihood of parent response. • Create procedure for gathering survey data at time of transition (EHS to HS or EC to Kinder) • Explore options for Family Engagement End of Year Celebration	ADEL, FCE Coordinator, Parent Ed. Specialist, EC director	Monthly	Annually	None	Electronic Survey

Goal #1: Achievement

(EC Program and School Based Celebrations)					
5. Increase opportunities for parent education regarding child development, program curriculum, and assessment expectations • Develop a parent page for relevant information that is easy to navigate. • Create teaching modules on relevant topics for parents to view anytime and for staff to refer parents to when they need additional information.	ADEL, FCE Coordinator, EC coaches, Parent Ed specialist	Monthly	Once to Policy Council	None	Number of referrals to parent page

Goal #1: Achievement

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The PSD ECE program will ensure children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.

Measurable Objectives:

Maintain or increase attendance at parent events by offering some virtual and some in-person events throughout the year.
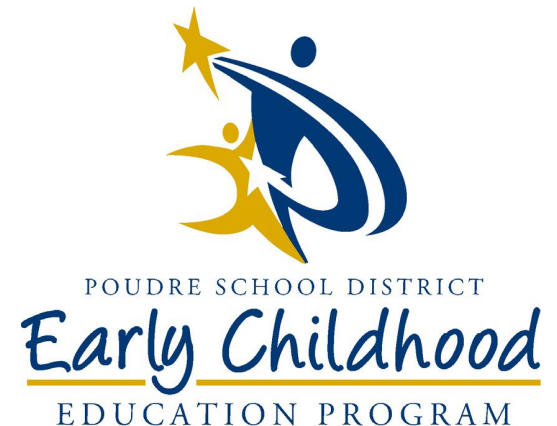
Expected Outcomes:

Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase.

Families will be able to increase their ability organize and adapt to impact their child's future

School Readiness Goal:

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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. Data from exit surveys from parent events and trainings will be monitored and reported to leadership monthly and annually to the Policy Council. • ~~Create and implement an EHS family satisfaction survey to be given in the spring of 2021 and each spring thereafter.~~	FCE Coordinator and Parent Engagement Specialist	Monthly	Monthly to leadership; Annually to Policy Council	None	Parent satisfaction/ perception survey Event exit surveys Program Progress Metric
2. ~~Working from our Family Support Survey,~~ ~~provide more~~ Offer family engagement opportunities with our community partners to increase family participation in these no cost programs. • ~~Parent volunteering (as allowed during pandemic)~~ • ~~Family engagement~~	FCE Coordinator, Parent Engagement Specialist, Operations Manager	~~Twice~~ annually, ~~fall/spring~~	~~Twice~~ annually ~~to Leadership~~	ChildPlus contract	Program calendar of events

Goal #1: Achievement

3. Based on the Family Support Survey, given twice a year, and program caseload reviews, identify areas of greatest family need and respond with targeted professional development for family mentors to increase their effectiveness as educators. Community partners which serve these need areas will be invited to FCE team meetings and parent events.	FCE Coordinator, FCE ~~Coach~~ leadership team	Twice annually	Annually to Leadership	FCE T/TA	FCE meeting agendas and individual PD plans

Goal #2: Access

Goal #2: Access

Program Goal:

The PSD ECE program will ensure that eligible children and families have adequate access to Early Childhood programming.

Measurable Objectives:

The program will educate, monitor, and intervene to ensure strong access to the program through student attendance as measured by overall attendance rates, individual student attendance rates, and attendance plan data.
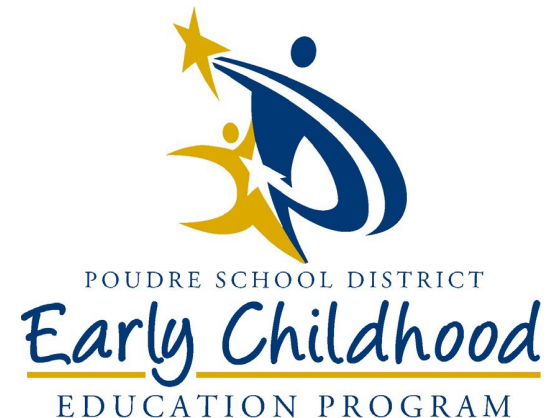
Expected Outcomes:

The program will demonstrate strong overall attendance rates. (90% or better)

The program will see positive changes in attendance patterns for families receiving intervention for severe/chronic absences.

The program will create and implement an illness prevention plan to respond to public health crisis

School Readiness Goal:

Children will show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through successful Kindergarten matriculation.

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Goal #2: Access

Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. Program will provide attendance procedure training for all staff and review during communications throughout the year.	~~Leadership~~ Operations,- Health and ERSEA	Monthly	Annually, at Self-Assessment with attendance data	None	ChildPlus & central line attendance data
2. Review attendance data monthly and monitor overall attendance	AIT, ~~Mentors,~~ Attendance position, front office	Monthly	Monthly to Policy Council	None	ChildPlus follow ups, AIT Monthly Report Form, Attendance Dashboard
3. Identify families who fall in the severe/chronic absence range of <60%. Contact and offer support to families. 4. 5. Identify students with chronic illness conditions, or difficulty accessing primary healthcare, mental health and dental health care services. Establish targeted interventions for students who fall into the chronic absence category.	AIT, Family Mentor, health team and School nurses, operations, teacher	Monthly	Monthly at Operations Health meetings quarterly, Health Services Advisory Committee	None	ChildPlus

4. Identify families who remain in severe/chronic absent category for 2 or more months despite check-in. Evaluate if absences are excused or unexcused. Consider placing on attendance plan.	AIT, Teacher, Family mentors, operations manager, office staff/attendance	Monthly	Yearly – Self Assessment	None	ChildPlus
5. Provide initial and on-going education about the importance of attendance and access to school • Create a module for parent education around attendance.	AIT, ERSEA team, Family Ed Specialist, Family mentors, classroom teams, Operations, Leadership	On-going annually	In-letters, social media blasts, website support, family mentor coaching, open house/first center visit	None	Facebook page, ChildPlus, surveys for parent involvement

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Goal #2: Access

Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
6. Develop an illness prevention plan to support program activities in response to public health crisis. Goal has been met.	District, Covid Responses Teams, Health Coordinator, Nursing staff, Classroom Staff, Site administration ,Leadership	On-going	On-going, Monthly updates at Policy Council, Annually at Self-assessment	Covid relief funds, general funds,	Covid tracking dashboard, attendance line data, attendance follow-ups, facebook, ChildPlus, letters to families about required health topics.

Goal #2: Access

Program Goal:

The PSD ECE program will ensure that eligible children and families have adequate access to Early Childhood programming.

Measurable Objectives:

The program will actively seek opportunities for expansion to improve access for eligible children.

Expected Outcomes:

The number of sites will increase in multiple neighborhoods across the community. The number of slots will increase. The number of slots that are most desirable for families will increase. (Full day) The funds in the budget will increase.

School Readiness Goal:

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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. PSD will work to partner with local childcare centers and school district resources to increase the number of seats for Universal Pre-K Implementation.	Director, Operations, LCO, Eyestone Site Director Finance Department	On-Going	Annually	PSD Finance and Contracts; EHS and UPK Funds; ECCLC supports; Curricula and Training.	UPK and EHS Contracts processes; ChildPlus; TS GOLD; Curricula
2. Explore duration and full day expansion options in all funded sources.	Director, ERSEA Coordinator, Assistant Director, Operations Man ager	On-going	Annually	HS, UPK, ECSE, Tuition-Based and as-yet- to-be-determined	Enrollment data Grant Budget ($) Annual reporting for grants
3. Capture new funded slots for students. • Actively partner with neighborhood schools to increase classroom space for ECE. • Develop an expansion plan for Eyestone, which will double it's ECE capacity.	Leadership, District Administration , Operations Manager, Eyestone Site Director, Principals, Buildings and Facilities.	On-Going	Annually	HS, UPK ECSE, Tuition-Based and as-yet- to-be-identified funded slots, such as District General Fund, Ongoing and One-time grants, and Local Grants/funds	Enrollment data, Grant Reporting (yearly)

Goal #2: Access

4. Report slot type, totals versus waitlist and enrollment numbers.	Operations team, ERSEA coordinator	Weekly (Operations and weekly program update)	Monthly (Policy council)	ChildPlus, Power BI,	
5. Report expansion numbers yearly to the policy council	Leadership team	Annually	Annually	Grant funding, ECSE funding, non-federal share	Enrollment numbers, capacity.
Universal Pre School Expansion - Provider portal - Family support - Staff Training - Change Management training implementation - District and School Board Collaboration	Leadership team, Building and District admin, Local Community Organization who partner with UPK, Colorado Department of Early Childhood.	Ongoing	Weekly (Operations)	District finance, Local coordinating organizations, state resources	Enrollment data, capacity, Parent Portals, Website resources

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Program Goal:

The PSD ECE program will ensure that eligible children and families
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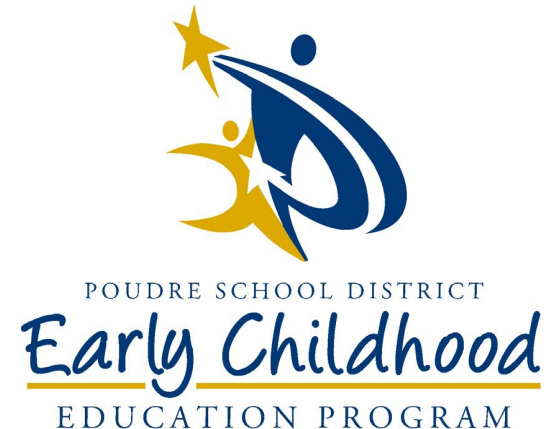
Measurable Objectives:

Collaborate with the ECE program, community, and district stakeholders before, during
and after the ECE program to ensure continued access to education.

Expected Outcomes:

Full enrollment across funded sources, steady or increased program satisfaction,
continued participation in services as children age through different stages.

School Readiness Goal:

*Children will show
appropriate readiness at
each developmental
milestone leading to
school readiness from
Prenatal through
successful Kindergarten
matriculation.*

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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. The ECE program will monitor the transition into the program through the application process. • Track the number of new placements • Share recruitment and outreach results • Establish robust waitlists and track the waitlists for each funded source. • Survey families as they enter the program to evaluate their experience. • Create and distribute parent education modules around children entering the program.	ERSEA, front office	Monthly at Operations	As needed at Policy Council	ERSEA staffing; ChildPlus	Child Plus, Front office tracking, alpha tracking,
2. The ECE program will monitor transitions within the program. • As a family ages out of services or changes funded source/service within the program, staff will assist with the transition. • Survey families at in-program transition to evaluate their experience. Provide additional supports for students with medical needs, dietary, HCAPs and other needs as families transition from EHS to preschool.	ERSEA, FCE Coordinator, Family Mentors EHS Nurse	Ongoing Operations, Health Team Meetings	Annually at Self-Assessment		Retention percentage and reasons.
3. The ECE program will monitor the transition to	ERSEA,	On-Going	Annually	District	Child Plus

Goal #2: Access

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Kindergarten. • Survey families at kindergarten transition to evaluate their experience. • Using survey information from families and staff members, improve communications, activities, and documents to support Kindergarten transition. ECE will promote kindergarten registration with the district . Mentors will support families by following up at home visits with kindergarten registration. • Create parent Education modules about kindergarten transition.	Leadership, Classroom staff, mentors, District and Community Partners			Departments and community partners	Synergy Policy Council Agenda – Kinder information night.

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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
4. Compare achievement data for ECE children who transition to District schools for kindergarten. Evaluate trends, progress. Work with Chief Data Officer to evaluate benchmark data of incoming kindergarteners that were PreK students the previous year.	Leadership, ~~Policy Council~~, District partners, TSGold Technician, Assistant Director of Early Learning, operations manager	Annually	Annually at Self-Assessment	District Departments; GOLD contract	TS GOLD and Acadience data, PowerBI,
5. PSD ECE program will monitor shifts from in person learning to remote education to minimize drops during pandemic related shifts.	~~Leadership, classroom staff, mentors, ERSEA, Health, District Partners~~	~~As needed~~	~~As Needed at Policy Council, reviewed at self-assessment~~	~~COVID relief grants, local funds, and technology dollars~~	~~Enrollment, attendance, TS GOLD~~

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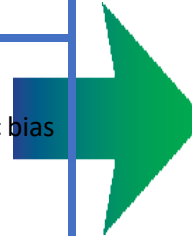
Measurable Objectives:

Increase understanding of demographics in the program in order to identify systemic bias that hinders program access for certain groups of children.

Expected Outcomes:

Program reflects positive growth slopes in all demographics and subgroups. Increased access for subgroups of student groups. Increased participation in professional development and parent education around topics related to bias.

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Program Activities That Support BOTH Goals AND Objectives	Who	By When: Monitoring Frequency	By When: Reporting Frequency	Financial Supports	Data Tools or Methods for Tracking Progress
1. The program will regularly sort growth data by race and compare growth slopes and identify disparities.	AOT, Leadership,	Each checkpoint	Self Assessment, Annually	TS GOLD contract	TS GOLD data, Results matters
2. Analyze PIR information for staff and students to determine if our program numbers represent our community's demographics	Leadership	By October	Policy Council Community Assessment	ChildPlus contract	PIR, ChildPlus, Community Assessment
3. Create professional development opportunities related to bias to improve student and family access across the program.	Leadership, Coaches, Teachers, District, and community partners	Varies	Self Assessment	District Departments,	PD surveys, questionnaires
4. Develop equity impact team that to identify and address potential issues and opportunities related to bias in the program.	Leadership, program staff and parents	Annually	Self Assessment	TTA resources	TS GOLD, ChildPlus